

## **Introduction to the Private College Leadership Certificate**

### **Center for Innovative Higher Education University of Minnesota- Twin Cities**

#### **About the Center**

The Center for Innovative Higher Education (formerly jCENTER) operated between Fall 2010-Fall 2016 in the Department of Organizational Leadership, Policy and Development (OLPD). Funded by the College of Education and Human Development, the Center was created as a place to envision and launch innovative higher education programs at the University of Minnesota, regionally, and nationally.

#### **Supporting Innovation and Change in Small Private Colleges**

As the Center's agenda was taking shape, the director and staff quickly learned that leaders of small private colleges were especially interested in topics related to innovation and change in higher education. Through a series of conversations with alumni and other higher education leaders, the Center team decided to pursue a particular focus on the small private college sector. Based on these conversations and a formal assessment of professional development needs in this space (see Appendix A: Academic Plan Proposal), Center staff created the Private College Leadership Certificate.

#### **Private College Leadership Certificate (PCLC)**

The Private College Leadership Certificate (PCLC) was developed as a series of four eight-week, graduate-level courses and designed for professionals pursuing leadership roles in the small private college sector. The coursework offers specific knowledge and skills related to innovation, organizational development, change, leadership, entrepreneurship, and decision making necessary for leading in private colleges' unique context.

The certificate was approved by the University of Minnesota Board of Regents on May 8, 2014. The program was initially offered through the Department of Organizational Leadership, Policy, and Development (OLPD), and for a brief period, the College of Continuing Education (CCU). The program was administered by Dr. Erin Konkle, Managing Director, Center for Innovative Higher Education.

#### **Advisory Board**

An advisory board of senior leaders of small private colleges advised the Center director related to certificate program planning and associated activities (e.g., small awards program, publications). The list of advisory board members can be found in Appendix B. The group was called the Private College Leadership Network.

#### **Pilot program with Bethel University**

The certificate program was piloted with the EdD program at Bethel University between 2015 and 2017. Bethel University articulated the program as part of formal degree requirements for the EdD degree. The pilot program ended in Fall 2017 with positive reviews from Bethel students. The program was never formally launched due to the

dissolution of the Office of Professional Development in the College of Education and Human Development (CEHD). Materials for each of the four courses are in this file:

- OLPD 5002 Private Colleges as Formal Organizations
- OLPD 5332 Personal Leadership and the Private College
- OLPD 5845 The Entrepreneurial Private College
- OLPD 5902 Leading Change in Private Colleges

### **APPENDIX A: Academic Plan Proposal (selected elements)**

**\*Plan approved by the University of Minnesota Board of Regents, May 8, 2014**

#### **Introduction**

The graduate-level academic certificate entitled, “Private College Leadership Certificate” will enhance the preparation of professionals to move into positions of leadership in private colleges. Created for professionals who are in faculty positions or beginning levels of college administration, this graduate-level certificate offers specific knowledge and skills related to organizational development, leadership, entrepreneurship, and decision-making necessary for leading private colleges. The “Private College Leadership” curriculum is designed for individuals who seek to move into leadership positions but do not have formal training related to leadership and management of private colleges.

#### **GRADUATE CERTIFICATE: PRIVATE COLLEGE LEADERSHIP CERTIFICATE (PCLC):**

#### **CURRICULUM AND COURSE OVERVIEW**

The curriculum of the graduate PCLC includes four courses for a total of 12 credits.

- 1) A foundational course on formal organizations related to the private college
- 2) A course on leadership in the private college context
- 3) A course designed to address financial management and entrepreneurial strategies for private colleges
- 4) A course on organizational development/change strategies specific to the private college

In detail, the following core courses will be required for the certificate:

1. Required theory and development course  
OLPD 5002: Private Colleges as Formal Organizations, 3 cr.

The course is designed to engage students in thought, study, and reflection on how organizational theories inform understandings about structure, culture, and human resource, and political considerations related to leading private colleges. Classical/current theories of organizations are discussed.

2. Required course on leadership  
OLPD 5332 Personal Leadership and the Private College, 3 cr.

This course is designed to help leaders recognize and develop the leadership skills necessary for team work, consensus building, and group leadership within private colleges (e.g., communication, decision-making, problem-solving, motivation, and conflict management). The course will blend practice and theoretical perspectives to develop leadership competencies of students. Students will engage in reading, class discussions, field experiences, and case studies to develop the intrapersonal and interpersonal experiences necessary for leading private colleges. When appropriate, students will draw on contexts from sponsoring institutions in designing specific leadership strategies for their campus.

3. Required course on entrepreneurial practices for the private college  
OLPD 5845: The Entrepreneurial Private College, 3 cr.

This course focuses on financial management of the private college. Topics include enrollment management, revenue generating strategies, branding/marketing, fundraising, and all aspects related to developing and sustaining entrepreneurial institutions. Students will be engaged in designing strategies for Private colleges through case studies and related learning experiences. When appropriate, students will draw on strategic plans from their sponsoring institutions in designing initiatives for their campus.

4. Required course on organizational change specific to the private college  
OLPD 5902: Leading Change in Private Colleges, 3 cr.

This course will explore theories of the change process and its application for leading Private colleges with unique cultures and distinctive missions. An emphasis will be on factors impacting the change process and implications for leading Private colleges. When appropriate, students will draw on contexts from their sponsoring institutions in designing change strategies for their campus.

## MISSION, PRIORITIES, AND INTERRELATEDNESS

The Center for Innovative Higher Education is a catalyst for inspiring new questions, perspectives, discussions, and action through public forums, professional development programs, and ongoing initiatives. Center staff have engaged a variety of higher education leaders in Minnesota and across the U.S. in determining opportunities for the Center related to unmet needs and public/revenue-based programming (contracted learning, consulting, certificate programs, webinars).

While meeting with leaders of private colleges as well as the Council for Christian Colleges and Universities (CCCCU), the Center has determined that there is a need for leadership preparation for individuals who aspire to leadership positions in private colleges. Furthermore, the literature on this sector is sparse. At present, much of the research in the field of higher education has focused on large public universities and has not adequately addressed the unique needs of private

colleges. Translation must occur among sectors, and professional development provides opportunities for this to take place.

It is expected that the current courses offered at the University of Minnesota will meet the needs of these students through tailored teaching and learning experiences directed to the unique contexts of the private college. For example, the course entitled, “The Entrepreneurial Private College” will focus on entrepreneurship in higher education, and is designed to address financial management and revenue generation among private colleges. The course will be taught by adjunct faculty who are in administrative positions in private colleges. Some courses will be taught or co-taught with University of Minnesota faculty.

## **NEED AND DEMAND**

Center staff has conducted market research to assess unmet professional development needs in the field of higher education, and especially among Private colleges. This was conducted through two mechanisms.

First, through market research, staff found that several professional development programs are geared towards senior leaders and not focused on educating the next generation of private college leaders. Appendix A provides a table of these leadership programs—Private College Leadership Programs. Addendum (added November 2017): In 2017, the University of Minnesota College of Continuing Education (CCE) gave the program a 4 out of 5 stars on market feasibility, indicating that the program has a solid market basis.

Second, a 2010 press release by Richard Ekman, President of the Council for Independent Colleges, (CIC) declared, “Recent reports from college trustees and search consultants have pointed to smaller pools of highly qualified candidates for senior leadership positions. The findings of this study validate CIC’s efforts to expand formal leadership development programs for campus administrators and faculty leaders.”<sup>1</sup>.

A significant challenge is that many people in senior leadership positions are nearing retirement. The *Chronicle of Higher Education* reports that the average age of a college leader is 60. Thirty one percent of Chief Academic Officers (CAOs) are over 60 and 47% are 51 to 60 according to a study by the Council of Private Colleges and Universities (CIC) <sup>2</sup>.

The same study reports, “Fewer than one in four CIC CAOs say that they plan to seek a college presidency, the lowest among the institutional groupings of CAOs studied for this report. Younger CIC CAOs and those who most recently served as administrators outside of academic affairs, however, are more likely to indicate interest in the presidency. CIC CAOs who seek a presidency say they need greater proficiency in fundraising (69 percent), governing board relations (42 percent), and budget and financial management (32 percent). Three of four CAOs

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<sup>1</sup> CIC releases report on academic officers. July 20, 2010 (Council on Independent Colleges

<sup>2</sup> Harold V. Hartley III and Eric E. Godin, *A Study of Chief Academic Officers of Private Colleges and Universities*, p. 8 July 16, 2010. <http://www.cic.edu/Research-and-Data/Research-Studies/Documents/CICCAOSurvey.pdf>

who either are not considering or are undecided about seeking a presidency say that the nature of the work is unappealing.” (Ibid p.32)

Based on reports such as these, there is a growing concern among leaders of private colleges that it will be difficult to find future leaders who understand the dynamics of leading a college with distinctive mission and culture.

Market research was fortified with a focus group meeting among private college leaders in Minnesota. Specifically, leaders came together January 30, 2013 to discuss the professional development needs for their sector and potential curriculum related to a certificate on this topic. Participants included:

- Tom Ries, President, Concordia University- St. Paul
- Scott Moats, Provost and Vice President of Academics, Crown College
- Kathryn Enke, Chief of Staff and Executive Assistant to the President, College of St. Benedict
- Craig Paulson, Professor and EdD Program Director, Bethel University
- Michael Dörner, Vice President for Finance, Concordia University- St. Paul
- Gwendolyn Freed, Vice President for Advancement, Cornish College of the Arts
- Darwin Hendel, OLPD faculty member
- Rand Park, Vice President of Development, Minnesota Association of Private Colleges
- Jim Hunter, Vice President for External Relations, Crown College
- David Weerts, OLPD faculty member and Center director
- Judi Linder, Consultant

Prior to this meeting, an October 2012 conference call engaged additional leaders on this topic.

Participants included:

- Jesse Rine, Director of Research, Council for Christian Colleges and Universities (CCCU)
- Ron Mahurin, Vice President for Professional Development and Research, Council for Christian Colleges and Universities (CCCU)

\*The certificate name was originally called, “Emerging Leaders in Private Colleges.” The name was changed to “Private College Leadership Certificate” in 2015.

## **APPENDIX B: Private College Leadership Advisory Board (2015-2017)**

**Randy Bergen**

Associate Provost for the College of Adult & Professional Studies  
Bethel University

**Dan Carey**

President Emeritus, Edgewood College

**Ann Hill Duin**

Professor, University of Minnesota

**Cassandra Herring**

Dean-in-Residence, Deans for Impact

**Mary Dana Hinton**

President, College of St. Benedict

**Scott Morrell**

President, Stone Arch Organization Development

**Paul Pribbenow**

President, Augsburg College

**Tom Ries**

President, Concordia University - St. Paul

**Katherine (Kathi) Tunheim**, Special Assistant to the President for Strategy; Board of Trustees  
Endowed Chair in Management and Leadership, Department of Economics and  
Management, Gustavus Adolphus College

### **Research Awards Program**

In 2016, the Private College Leadership Advisory Board selected one winner of a \$3,000 award to support scholarship related to innovation and change in small private colleges. The winning submission was:

*“Beyond boundaries: The faculty role in innovation at small private colleges”* Jarrett Warshaw (Florida Atlantic University) and Erin Ciarimbol (University of Georgia)